



#### OTHER ASSISTANCE

Technical assistance is also available in the form of sample course outlines, trade analyses, information sheets and other training aids. Studies of training needs and advice on setting up programs is often given to those companies or businesses which request this type of assistance.

The extent of assistance varies from province to province. However, when you are assessing the needs of your company, you may wish to consider the possibility of discussing your problems with an official from your provincial department of education.

#### OTHER WAYS TO UPGRADE

The expansion of technical and vocational training facilities and programs in Canada has meant an increase in the number of part-time, full-time and evening courses in many communities. Some of these may meet your particular needs, or you may be able to discuss with local school officials or provincial education officials the possibility of establishing new courses in these schools.

Many companies today are encouraging their employees to take evening courses and are offering incentives in the form of reimbursement of fees or the cost of books or both. Other firms are allowing employees to take full-time courses and part-time courses through day-release arrangements and in some cases are subsidizing these trainees.

Training is a wise investment in this age of rapid industrial change and economic development. The future growth and prosperity of Canada depend to a large extent on the levels of technical knowledge and skills of its workers. This fact applies no less to the future growth of each individual Canadian company and business.

Further information may be obtained from the following provincial officials:

Director of Vocational Education,  
Department of Education,  
ST. JOHN'S, Nfld.

Director of Vocational Education,  
Department of Education,  
CHARLOTTETOWN, P.E.I.

Director of Vocational Education,  
Department of Education,  
HALIFAX, N.S.

Director of Vocational Education,  
Department of Education,  
FREDERICTON, N.B.

Director of Students Aid Service,  
Department of Youth,  
QUEBEC CITY, P.Q.

Superintendent of Technological and  
Trade Training,  
Department of Education,  
TORONTO 2, Ont.

Director of Vocational Education,  
Department of Education,  
WINNIPEG 1, Man.

Director of Vocational Education,  
Department of Education,  
REGINA, Sask.

Director of Vocational Education,  
Department of Education,  
EDMONTON, Alta.

Director of Technical and Vocational  
Education,  
Department of Education,  
VICTORIA, B.C.

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DEPARTMENT OF LABOUR,  
CANADA

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# TRAINING IN INDUSTRY

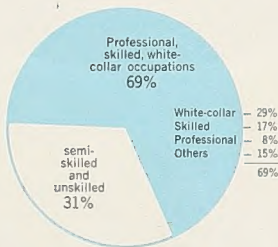
TO MEET CANADA'S  
HANGING MANPOWER  
NEEDS



Canada has entered an era of rapid industrial change. The growth of new industrialized nations, the emergence of trading blocs, the trend towards freer trade, and the development of keen competition for world and domestic markets have accelerated the pace of technological change in Canadian industry.

In the past few years, mechanization, automation and other technological advances have altered the pattern of occupations, until today nearly 70 per cent of employment is in those areas of work requiring high levels of technical skills and knowledge.

OCCUPATIONAL DISTRIBUTION  
OF EMPLOYMENT IN CANADA



These and other factors brought into sharp focus the need for an expansion of technical and vocational training facilities and programs in Canada and resulted in:

- A \$500,000,000 federal-provincial program beginning in December, 1960, for capital construction, involving more than 500 institutes of technology, trade schools and technical and vocational high schools and which more than doubled Canada's capacity for training.
- The broadening of a wide variety of training programs, including training of unemployed, training of the disabled and training in co-operation with industry.

The rapid pace of technological change has also created an urgent need for a co-operative approach by management, labour and governments to the problems of industrial training and retraining.

It is vital today that workers have broad-based training which will give them flexibility and mobility as well as competence in their particular trade or occupation.

The average Canadian worker faces the need of being retrained at least once during his career in the labour force. As technology advances even further, this retraining process may occur more often.



In the past, many on-the-job training programs were specialized and designed specifically to meet the immediate needs of the individual employer giving the training. Today, the trend is towards broader training programs which include not only training in specific skills to meet the employer's requirements, but which also stress the long-range needs of the worker and of the economy.

This trend has been paralleled by the increasing availability of government assistance for training-in-industry programs. Although this new co-operative training program is in an early stage of development, it does provide for technical and other assistance to those companies, businesses or industrial groups which see the benefits to be gained from broadening the base of their current training or establishing new broad-based training programs.

Many types of training programs are embraced by this co-operative approach. Included are:

1. **Basic training for skill development** — The upgrading of a worker's mathematics, science and communications skills to a level where he or she can take more advanced training;
2. **Upgrading training** — Including courses such as the teaching of new techniques to skilled or trained workers to keep them abreast of technological advances in their trades or occupations;
3. **Retraining** — Where skills have become obsolete and training is required to facilitate the transfer of a skilled worker to a new or related trade or occupation;
4. **Apprenticeship training** — An approved program involving a minimum of 4,000 hours of reasonably continuous training and planned proportions of in-class and on-the-job training;
5. **Technician training** — At the post-high school level;
6. **Supervisory and Management Training.**

#### EXAMPLE OF PROGRAM

As an example of a basic training for skill development program, three companies, in co-operation with provincial and local school board officials have established a program to upgrade the English, mathematics and science of 30 employees by two or three grades from grade 8. The employees are being released from work every day at three o'clock for six months to attend a three hour course.

The local school board has made laboratories available. The companies have rented quarters, hired a co-ordinator and two instructors and paid the costs of the program, but they will be reimbursed by the province. In turn, the federal government will refund 50 per cent of provincial costs.

